

Into Reading Module 4

Content Area: **Reading**
Course(s): **Reading 1**
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Module Overview

In Module 4:

In this module, children will listen to and read stories and informational texts about getting along and being a good sport. They will discover that playing games is a great way to spend time with friends and get healthy exercise too! Playing games and doing fun things with other people is part of being a child. As children explore this topic, they will also learn about the importance of playing fairly and persevering when things get challenging. After reading the module’s texts, children should be inspired to always do their best and get along with others. These skills are part of being good citizens.

Essential Question: Why is it important to do my best and get along with others?

Standards

ELA.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

Learning Targets

- Identify characteristics of informational texts
- Build knowledge and language about animals, understanding their unique features when reading and discussing Blue Bird and Coyote.
- Build knowledge and language about how being kind can make sports and interactions with others more fun when reading and discussing the events in Brontorina.
- Connect a text with personal experiences, society, and ideas in other texts.
- Determine the topic and theme of a story, based on key details
- Evaluate details in a text to determine key ideas
- Identify a selection's narrator and point of view
- Identify an author's opinion about a topic and the reasons, or facts, given to support it.
- Identify characteristics of opinion writing.
- Identify features of fantasies.
- Identify features of videos.
- Identify the central, or main, idea of a video and its supporting details
- Retell story events in sequence and in a way that demonstrates understanding.
- Synthesize information to create new understanding
- Understand the meaning of new vocabulary
- Use details in the text and illustrations to identify and describe story characters and the reasons for their actions.
- Use print and graphic features to locate and understand, information about a topic and differentiate between the information provided by the text and the features

Materials

- Anchor Chart
- Big Book
- Bookstix
- Family Letter to Send Home
- Get Curious Video
- Know It, Show It
- Knowledge Maps
- myBook
- Reading Graphic Organizers
- Teacher's Guide
- Teacher's Guide/Teaching Pal
- Vocabulary Cards

Assessments

- KWL Chart

- Response to Text – Accountable Talk
- Summative Assessment: Module Assessment
- Teacher Observation
- Turn and Talks, Think Pair Share
- Weekly Assessment
- Weekly Selection Quiz

Differentiated Instruction

- Choral Reading
- Cloze Reading
- Decodables/Small Groups
- HMH Readers/Small Group
- Reader's Theater
- Reading Corner
- Research/Inquiry Project
- Tabletop Minilessons

Accommodations/Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Clarify test directions, read test questions
- Differentiated center-based small group instruction
- Enrichment projects
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Preferential seating
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

